

Evaluation of Indiana's First Steps Early Intervention System

April 2004

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Copies of this document are available through download:

<http://www.iidc.indiana.edu/ecc/downloads/March2004Report.pdf>

This document is available in alternative formats on request.

Acknowledgements

Dear First Steps Families and Service Coordinators,

We continue to be grateful to all the Service Coordinators and families who are taking the time and making the effort to contribute to the First Steps Evaluation Project. We know that we are creating a better system through your combined efforts.

Thank you all.

Introduction

Indiana's First Steps Early Intervention System serves thousands of children and families each year, and has grown dramatically since its inception. Because of the success First Steps has experienced in identifying and finding children and families who are in need of early intervention services, the Bureau of Child Development, Division of Families and Children, Family and Social Services Administration has asked this question:

What impact is Indiana's First Steps Early Intervention System having on the children and families it serves?

Over the past few years, the Bureau of Child Development has contracted with the Early Childhood Center at the Indiana Institute on Disability and Community, Indiana University to develop and implement a statewide evaluation system that answers this question. The Bureau of Child Development undertook this task for several reasons. First, a statewide, outcomes-based, evaluation system would enable documentation and communication of the benefits of First Steps to major decision-makers at local and state levels. Second, it would help to expand the focus beyond compliance with the law to include service quality. Third, it would provide information for improving services, particularly in tying training efforts to supporting desired outcomes. Finally, a statewide evaluation system would provide the information needed to continuously plan for the future.

The Early Childhood Center developed an evaluation system that strives to reflect the following features and guiding principles:

- The evaluation system is *statewide* (it touches all children and families receiving First Steps services) and *ongoing* (not a one-shot investigation).
- The focus is on the *outcomes* of First Steps for children, families and communities, not on services or procedures.
- Data collection procedures are *embedded into ongoing service routines* (to minimize, as much as possible, its intrusiveness and time consumption) and are locally implemented by service providers (no independent/outside investigators collecting data).
- Data analyses and findings are *understandable, accessible, and useable* in guiding local and state quality improvement efforts.

A final feature of the evaluation system was to *develop it with considerable input from all major stakeholders* of First Steps: families, providers, local decision makers, and state policy makers. At each step in the development process, from identifying key program outcomes, to piloting various data collection instruments and surveys, to implementing the system statewide, input from program consumers, providers, and decision makers has been, and will continue to be, sought.

Data Collection and Analyses

The statewide implementation of the First Steps evaluation system began November 1, 2002. The goal of the system is to assess First Step's impact on all children and families exiting First Steps who have been in the system for a minimum of six months. Data collection has focused exclusively on measuring the impact of First Steps on the first six outcomes presented in Table 1.

Data is collected on children and families *entering* First Steps from three sources: 1) at intake with portions of the Combined Enrollment Form, 2) during the initial evaluation through the Family Interview, and 3) at the initial IFSP meeting with portions of the completed IFSP. Service Coordinators are asked to assemble and send documents from these three sources to the Early Childhood Center for data entry. Data is also collected on

children and families *exiting* First Steps. Service Coordinators are asked to conduct an Exit Interview with the family, and include developmental data from the other members of the team. The forms that are used to collect information from entering and exiting children and families are available on the First Steps web site: http://www.state.in.us/fssa/first_step/outcomeseval.html.

This report summarizes the data collected for children and families exiting First Steps between January 1, 2003 and December 30, 2003. During this period of time, a total of 9080 families entered First Steps, and 6841 exited First Steps. For families *entering* First Steps, complete data was collected on 5731 families, or approximately 63% of all entering families. Another 1105 forms (representing 12% of the families) were returned only partially completed. This data was unusable for this report. Of the total number of families *exiting* First Steps, complete exit data was collected for 1996 (29%). During the twelve month period covered in this report, a total of 500 families *entered and exited* First Steps. Of these 500 families, complete entry and exit data was collected for 217 (43%).

Table 1
First Steps Outcomes

1. Children attain essential and important developmental skills.
2. Children participate in inclusive community activities, settings, and routines.
3. Children (and families) are safe, healthy, and well nourished.
4. Families participate as members of the early intervention team and carry out recommendations that help them to help their child.
5. Families are connected to other families, associations, and organizations for emotional support.
6. Families advocate by exercising their rights in requesting and choosing goals, services, and supports.
7. Communities are informed and promptly refer families to First Steps.
8. Communities welcome and fully include children with disabilities and their families (e.g., child care, transportation, retail, housing, employment).
9. Communities provide all families access to health care services.

Following the report of findings directly related to the outcomes specified, are three appendices. The first contains data on children and families after they have transitioned out of First Steps. Second is a summary of the data collected from families on the Exit Summary. Finally is a list of counties and their rate of return of the forms containing the data needed to write this report.

Results (Reported by Outcome)

Outcome #1: Children attain essential and important developmental skills

A primary outcome of First Steps is that children make developmental progress in the cognitive, communicative, physical, self-help, and social/emotional areas. To assess if First Steps is meeting this outcome, information was gathered from entering and exiting families in four areas:

1. Changes in the developmental age or level of children (between entry and exit)
2. Acquisition and demonstration of important developmental skills
3. Children's ability to function independently in typical family routines
4. Need for continued specialized services upon leaving First Steps

1. *Changes in overall child development.*

Developmental information from the initial Individualized Family Service Plan was compared with the developmental information gathered by the Service Coordinator for the Exit Interview to determine general developmental gains for the children who entered and exited First Steps during the report period, and for whom data was collected.

The data indicate that 97% of the children for whom both entry and exit data is available experienced some level of developmental gain in the major developmental areas. Figure 1 illustrates the average months of change this group of children made across the five developmental areas. It must be noted that of a total of 217 children, data was compiled with missing data ranging from a low of 27 children's cognitive data, to a high of 70 children's adaptive data.

Figure 2 illustrates the percent of children who have demonstrated gains in the varying developmental areas.

Figure 1
Total Months Developmental Gain
in Entry/Exit Children

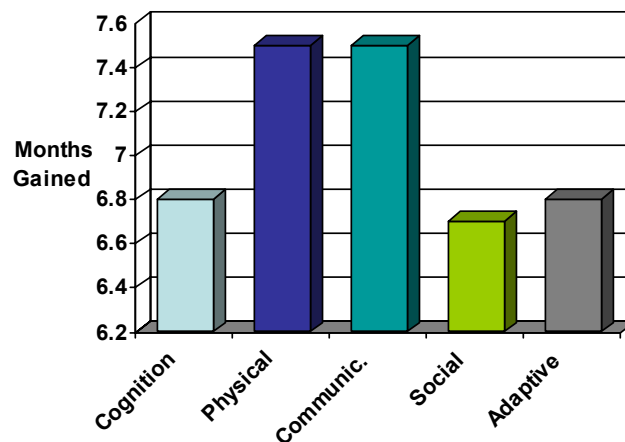
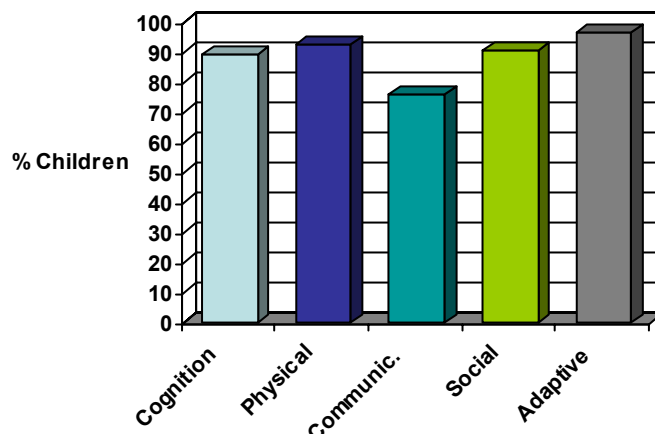


Figure 2
Percent of Entry/Exit Children
Demonstrating Gains



2. *Acquisition of Important Developmental Skills*

During Intake, entering families were asked to indicate which of 41 skills their children were able to perform. Upon exiting, families were once again asked to indicate which of the 41 skills their children were able to perform. The 41 skills included important functional skills such as walking, unfastening clothing, or using simple sentences. The results indicated:

- 89.8% of the 217 children for whom both Entry and Exit information was available demonstrated an increase in the number of important developmental skills (with an average of 8.6 skills gained per child);
- For all families who exited First Steps during this report period, children demonstrated, on the average, 78% of the 41 skills; and
- 39% of exiting three-year-old children demonstrated a significant proportion ($\geq 90\%$) of the 41 skills assessed.

As part of the focus on the child's family, an important outcome of First Steps is to enhance the family's ability to support their child's learning and development. The majority of the families entering First Steps (88.5%) indicated a need for further information in the major developmental areas of communication, cognitive skills, gross and fine motor skills, social / emotional skills and adaptive skills. At exit, 87.3% of those families felt they were more able to support their child's development.

3. *Independent Functioning in Everyday Family Routines*

During both the initial Family Interview and Exit Interview, families were asked to indicate in which of 11 common daily routines their children were able to successfully participate. These routines included meal times, play times, dressing/undressing, getting up in the morning, and going to bed in the evening.

- 90% of children exiting from First Steps function independently in one or more of the 11 daily routines (average of 5 routines).
- Children for whom both entry and exit data are available (n=217) gained on an average 1.6 routines.

4. *Continued Need for Specialized Services*

During the Exit Interview, families were asked a number of questions to determine if their children needed specialized services after First Steps. Findings from these families indicated that:

- 40.8% of all children exiting First Steps do so because they no longer needed early intervention services,
- 2.1% of the families decided to find services elsewhere, and

- 57.1% were transitioning out of First Steps because their child was three years old.

See Transition Appendix for further information on children and families after First Steps.

Outcome #2: Children participate in inclusive community activities, settings, and routines.

The second outcome of First Steps is that children are able to participate in inclusive community activities, settings and routines with their families. This means that not only do children have the skills and behaviors to appropriately participate in various community settings, but that families have the knowledge, skills, and comfort level to facilitate their child's involvement in those settings. To assess if First Steps is meeting this outcome, information was gathered from entering and exiting families about their level of participation in community activities, settings, and routines

1. Participation in community activities, settings, and routines

As part of the Exit Interview, families were asked to identify to which community settings and activities their children had accompanied them in the past two weeks. A total of 13 different settings and activities were surveyed, including going to the grocery store, going to church or other religious service, child care, and visiting friends or neighbors. When surveyed, exiting families reported that:

- Most of their children (87.6%) had participated in at least two different community activities and/or settings in the past two weeks; and
- On the average, these children routinely participated in six of the 13 community activities, settings, and routines measured.

Table 2 presents data on the percentage of exiting three-year-old children that are able to participate all of the time in various family, community, and care and education settings.

Table 2
% of 3-Year-Olds Participating in Community Activities "All the Time"

Community Settings and Activities	Percent "All the Time"
1. Grocery shopping	91.4%
2. Shopping, but not for groceries	90.3%
3. Visiting relatives, friends, or neighbors	96.5%
4. Going out to eat	84.7%
5. Attending religious services	57.8%
6. Toddler play groups	31.5%
7. Family day care home	24.7%
8. Child care center	15.2%
9. Child care for children with special needs	3.3%
10. Head Start	3.1%
11. Community activities with other children	33%
12. Mother's day out	14.6%
13. Go with family to community event	58.1%

Outcome #3: Children (and families) are safe, healthy, and well nourished.

A third outcome of First Steps is to promote the safety, health, and well-being of children and their families. It recognizes that in order to facilitate children's developmental progress, they and their families must be safe, healthy and well nourished. To assess if First Steps is meeting this outcome, information was gathered from entering and exiting families in three areas:

1. Access to health care
2. Knowledge of household safety measures
3. Knowledge of proper nutrition

1. Access to health care

During the initial Family Interview and at the Exit Interview, families were asked questions concerning their child and family's access to health care, insurance, and childhood immunizations. By and large, most exiting families (93%) reported the presence of all positive indicators for children's health, including:

- seeing a doctor regularly (98%),
- being up-to-date on immunizations (97%), and
- having adequate health insurance (97%).

2. Knowledge of household safety measures

Entering and exiting families were asked if they knew about recommended common household safety measures. Again, most exiting families (99%) reported knowing about and following recommended household safety measures such as the use of smoke detectors, car seats and safe storage of poisons and firearms.

3. Knowledge of proper nutrition

Entering and exiting families were asked about their knowledge of proper nutrition and insuring their children have well-balanced diets. Again, most exiting families reported:

- knowing what to feed their children so that they have well-balanced meals (99.5%), and
- that their children do eat well and have balanced diets (91%).

Outcome #4: Families participate as members of the early intervention team and carry out recommendations that help them to help their child.

As their children's *first teacher*, families serve an important role in the early intervention process. This role is maximized when they understand and participate actively as members of the team, and carry out recommendations that help their child, the fourth outcome of First Steps. To assess if First Steps is meeting this outcome, information was gathered from entering and exiting families in two areas:

1. How much families know about First Steps and the roles families can take as members of their child's team, and
2. How families perceive their actual participation as members of their child's First Steps team.

1. Knowledge of First Steps and family roles

At both their entry into and exit from the First Steps system, families were asked if they understood the various components of the First Steps process and their potential role at each major step (e.g., evaluation, IFSP development, service provision). Results from the survey of exiting families indicated that:

- 99% of exiting families know and understand the First Steps process, including the purpose of First Steps evaluation, assessment, and the IFSP
- 99% of exiting families know they can share information during these times as well as agree or disagree with other members of the team.

2. Participation as team members

Also during entry and exit interviews, families were asked if they knew what roles they could assume during the First Steps process (e.g., share information), and if they had exercised any of these roles. Most families reported knowing about and exercising their roles, including:

- sharing information during evaluation and assessment (99.4%),
- contributing outcomes at the IFSP meeting (99.2%),
- expressing agreement with the team (99.2%), and
- doing things at home that are part of their IFSP and the team's recommendations (99.5%).

Just over one third of the exiting families (39%) surveyed indicated they had felt able to express disagreement with other team members at their last IFSP meeting, and of that number 91.5% felt they had worked together to find a solution.

Outcome #5: Families are connected to other families and natural community supports for emotional support during self-identified times of need.

The fifth outcome of First Steps is to insure that families have access to the services and supports they need. These services and supports can be from the community as well as within their own circle of family and friends. To assess if First Steps is meeting this outcome, information was gathered from entering and exiting families in two areas:

1. How thoroughly families felt they knew of available information and resources
2. Whether families sought out and accessed resources when needed

1. Knowledge of available information and resources

Exiting families were asked if they knew about how to access other families and/or community resources when needed for emotional support. Results from the survey of exiting families indicated that most of the time, they knew they could access resources such as:

- friends and other family members (98.2%),
- respite care (74.4%),
- other families with children who have special needs (71.4%),
- family support groups (69.8%), and/or
- formal community agencies (77.3%).

In addition, most exiting families reported that they had information and resources to meet needs in the areas of:

- transportation (96.5%),
- housing (97.9%),
- jobs (95.5%), and
- education (97.1%).

When comparing information from families that both entered and exited First Steps during 2003, many families (54.8%) felt that they were knowledgeable about all the resources available to them. Of the remaining group, the families that did not feel they knew how to make connections for support when needed, 52% expressed increased skills upon exiting First Steps.

2. Seeking out and accessing resources when needed

Exiting families were also asked if they had connected with other families or community supports for information and emotional support in the past three months. Forty-nine percent of the families reported accessing those resources some or most of the time.

Outcome #6: Families advocate by exercising their rights in requesting and choosing goals, services, and supports.

The sixth and final First Steps outcome to be included in this report closely aligns with the fourth outcome of membership on the early intervention team, and focuses on families having the knowledge and skills to advocate on behalf of their child and family. To assess if First Steps is meeting this outcome, information was gathered from entering and exiting families in two areas:

1. Knowledge of First Steps rights
2. Exercising their rights

1. Knowledge of First Steps rights

Entering and exiting families were asked if they know and understand their rights under First Steps. Results from exiting families indicated that most (99.8%) do. Families in Indiana's First Steps system are presented with their rights at the beginning of each team meeting, felt comfortable in their knowledge from the beginning of their affiliation with the program, and exited feeling equally confident in understanding their rights.

2. Exercising their rights

Entering and exiting families were also asked if they knew how to exercise these rights, including how to problem solve situations when disagreements arose with their service providers. Results from the survey of exiting families indicated that:

- 99% of the families reported knowing how to exercise their rights (e.g., share concerns and priorities, make program choices, request changes, and refuse permission);
- 99% of the families reported knowing how to work together with their service providers to find a solution if they disagreed with them; and
- 20% of the families reported disagreeing with their service providers in the past three months, with 92% of those families reporting that they were able to work together to find a solution.

In general, most families exiting First Steps reported having the knowledge and skills to advocate for their child in requesting and choosing services and supports.

What's Next?

Several issues have surfaced over the past year which require immediate attention;

- Complete data for both all families entering and all families exiting is not being submitted.
- The quality of the submitted data is often poor enough that critical information is missing.
- The issue of efficient and economical data entry must be addressed.
- The need for revisions and updates in the data collection forms is apparent.

Appendix 1:

Transition Information

An additional focus of the First Steps system has been to assist families in the transition process when their child is no longer in need of services, or has turned three years old and no longer qualifies for First Steps services. The majority of families (67.7%) indicated that a planning meeting had occurred ninety days or more before their child's third birthday, while 25.8% indicated that the meeting occurred less than ninety days, and 6.6% did not have a planning meeting. For the families who did not have a planning meeting, 3.5% had not been involved with First Steps until after the ninety day date had passed. The majority of the families (66.3%) chose not to have a transition meeting, 25% percent chose to wait until closer to their child's birthday, and 5% stated that they did not know about having a transition meeting.

Families who exited when their child was three years old were asked if their child would continue to need services to address the developmental areas following their exit from First Steps. Figure 4 illustrates the percent of children requiring services in each of the developmental areas.

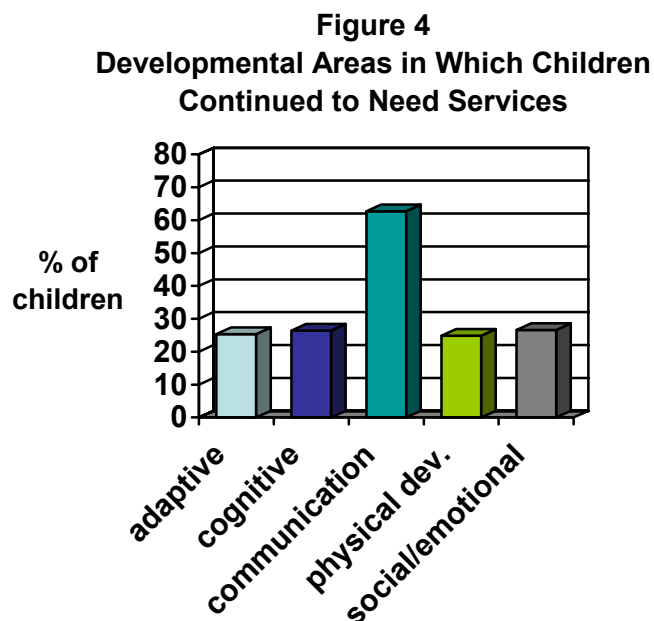
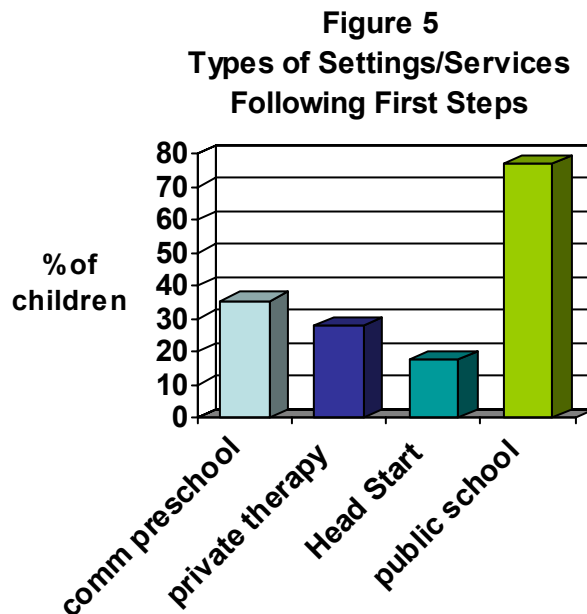


Figure 5 shows what types of services and in what settings children will be participating after they exit from First Steps.



Of the families whose child would continue to attend the community child care or preschool in which he or she was already enrolled; who would be receiving therapy from a hospital, clinic or private therapist; or who would be going to Head Start, 38.8% had representatives of their chosen program attend their transition meeting. For those families whose child would be attending the public school's Early Childhood Special Education program, 71.2 % had a representative from the school attend their transition meeting.

Upon exiting, most families (98%) felt that First Steps had provided the information they needed to help make choices for their child.

Appendix 2:

Indiana First Steps Early Intervention System



EXIT SUMMARY

First Steps The following form contains data from the report period, January 1, 2003 through December 31, 2003.

- Total Number of Children Entering/Exiting the First Steps System 1/1/03 to 12/31/03
 - 9080 children entered
 - 5237 children (received services ≥ 6 months)
 - 500 children entered **and** exited
- Total Number of Surveys/Data Returned
 - Entry data for 5731 (63%) children
 - Exit data for 1996 (29%) children who had received services ≥ 6 months
 - Entry **and** exit data for 217 (43%) children who had received services ≥ 6 months within the reporting period

Each number indicated below represents the percent of responses on a given question. When the numbers do not add up to 100%, it indicates that blanks were left on forms.

Due to the complexity of the developmental data, it was not possible to represent it in simple percentages on this form.

SECTION 2: THE FAMILY

A number of important outcomes focus on the child's family. They include helping the family to:

- **work with the First Steps team to support their child's development;**
- **know their rights and be strong advocates for their child and family;**
- **keep their child and other family members safe and healthy; and**
- **connect to other families and community associations in times of emotional need.**

The questions in this section provide a summary of the information and skills the family may have gained during the time their child was in First Steps.

1. Enhancing my child's learning and development. As I leave First Steps ...	Yes, most of the time	Some of the time	No, not often
1.1. I am comfortable knowing how to support my child's learning and development in the areas of:			
a. COMMUNICATION Skills- to understand others, to express his or her own thoughts, and to carry on simple conversations	89.5	9.1	1.5
b. COGNITIVE Skills- to gain new knowledge, to solve problems	90.1	8.7	1.2
c. GROSS MOTOR Skills- to sit up, move around, and to play physical games	96.1	3.6	0.3
d. FINE MOTOR Skills- to reach, grasp or hold, and play with toys and objects	96.2	3.5	0.3
e. SOCIAL/EMOTIONAL Skills- to develop positive social relationships	90.0	8.8	1.1
f. ADAPTIVE Skills- to feed, dress, bathe, and toilet him or herself	89.5	8.1	2.4
1.2. I understand my child's special needs and how they affect his or her development.	95.5	4.2	0.3
1.3. I know what toys and books are good for my child at his/her age.	96.9	2.8	0.3
1.4. I know how to handle temper tantrums or other behaviors that upset me.	85.9	12.9	1.2
1.5. I know how to toilet train my child.	86.5	9.1	4.4
1.6. I know how to play and talk with my child.	98.1	1.8	0.1
1.7. I know how to help my child develop good sleeping habits.	92.3	6.8	0.9
1.8. I know how to provide opportunities for my child to play with other children.	96.0	3.3	0.7

2. Supporting my child's health, safety, and nutrition. As I leave First Steps ...	Yes	No
2.1. My child sees a doctor regularly for checkups or when he or she is sick.	99.6	0.4
2.2. I know when my child needs his or her immunizations (shots)	99.6	0.4
2.3. My child is all caught up on his or her immunizations (shots)	96.6	3.4
2.4. My family has adequate health insurance coverage.	97.2	2.8
2.5. I know what to feed my child so that he or she has well-balanced meals.	99.5	0.5
2.6. My child eats well and has a balanced diet.	90.9	9.1
2.7. I know about the recommended common household safety measures.	99.4	0.6
2.8. I know about the following programs that can help me to keep my child safe and healthy:		
a. WIC (Women, Infants, and Children)	96.4	3.6
b. Medicare and SSI (Supplemental Security Income)	93.7	6.3
c. Hoosier Healthwise	95.2	4.8
d. CSHCS (Children's Special Health Care Services)	81.7	18.3

3. Knowing what I can do as a member of the First Steps Team. As I leave First Steps ...	Yes	No
3.1. I know about and understand the purpose of the evaluation and ongoing assessment of my child and family	99.6	0.4
3.2. I know that I can share information about my child and family as part of the assessment	99.7	0.3
3.3. I did share information about my child and family as part of the last assessment	99.4	0.6
3.4. I know about and understand the purpose of the Individual Family Service Plan (IFSP) and the meetings to develop them.	99.4	0.6
3.5. I know that I can share what I think are important outcomes and services for the IFSP.	99.7	0.3
3.6. I know that I can agree or disagree with the recommendations made by other members of the team.	99.6	0.4
3.7. At the last IFSP meeting, I shared my outcomes for what I wanted to happen	99.2	0.8
3.8. At the last IFSP meeting, I expressed my agreement with the recommendations made by the team	99.1	0.9
3.9. At the last IFSP meeting, I expressed my disagreement with the recommendations made by the team	38.9	61.1
3.10. I know that there are things I can do at home to carry out the recommendations made by other members of the team	99.6	0.4
3.11. I am doing things at home that are a part of the IFSP and the team's recommendations	99.6	0.4

4. Knowing my rights and how to be a strong advocate for my child and family. As I leave First Steps ...	Yes	No
4.1. I know about and understand my rights under First Steps.		
4.2. I know I can advocate for my child and family in a number of ways, including:		
a. sharing my concerns, needs, and priorities	99.9	0.1
b. choosing the services and providers I feel we need	99.9	0.1
c. adding, changing, or stopping services or providers	99.9	0.1
d. refusing permission for services or activities	99.7	0.3
4.3. If I disagree with my service providers, I know how to work together with them to find a solution.	99.4	0.6
4.4. In the past 3 months, I have disagreed with at least one of my child and family's service providers	20.2	79.8
4.5. If there was a disagreement, I felt that I was able to work together with my provider to solve the problem	91.3	8.7

5. Connecting with other families, associations, and community organizations for information and support. As I leave First Steps ...	Yes, most of the time	Some of the time	Not often
5.1. I have information and resources to meet my family's:			
a. transportation needs	96.6	2.2	1.3
b. housing needs	97.8	1.3	0.8
c. job needs	95.6	2.8	1.6
d. education needs	97.2	2.0	0.8
5.2. When I need information or emotional support, I know I can contact:			
a. friends or other family members	98.1	1.1	0.8
b. respite care (child care) services	73.7	5.2	21.0
c. other families with children who have special needs	71.1	6.9	21.9
d. family support groups and associations	69.3	5.7	25.0
e. formal community agencies	77.0	5.9	17.1
5.3. In the past 3 months, I have connected with other families or community supports for information and emotional support	49.2	10.3	40.5

SECTION 3: CHILD, HOME, AND COMMUNITY

A second important outcome of First Steps is for **children to participate and be fully included in everyday activities, settings, and routines in the home and community**. The questions in this section provide a summary of the child's participation in home and community settings.

6. My child is able to complete the following routines successfully:		No, not at all	Yes, but with help	Yes, without help
6.1.	Getting up in the morning	3.0	24.9	72.1
6.2.	Dressing and undressing	8.7	75.4	15.9
6.3.	Meal times	3.7	40.5	55.8
6.4.	Inside play times	2.5	15.8	81.6
6.5.	Outside play times	4.9	42.8	52.3
6.6.	Getting along with siblings and peers	3.4	38.6	58.0
6.7.	Participating in family games and activities	3.4	40.0	56.5
6.8.	Nap times	8.1	36.6	55.3
6.9.	Toileting times	40.3	45.3	14.4
6.10.	Getting ready to go/leaving home	7.2	59.6	33.1
6.11.	Going to bed in the evening	4.7	56.3	39.0
6.12.	Other (please list important home routines):			

7. In the past 2 weeks, my child has gone with my family to the following community activities or settings:		We don't go there	No	Yes, at least 1 time	Yes, all of the time	Check if this is still difficult
7.1.	Grocery shopping	0.7	6.1	35.2	56.4	1.6
7.2.	Shopping, but not for groceries	1.0	7.1	37.9	52.4	1.6
7.3.	Visiting relatives, friends, or neighbors	0.4	2.6	27.5	68.7	0.7
7.4.	Going out to eat	3.2	10.8	37.3	47.0	1.7
7.5.	Attending church/temple/religious services	19.3	21.0	19.9	38.2	1.6
7.6.	Toddler play groups	45.1	23.1	13.2	18.2	0.4
7.7.	Family day care home	53.5	21.7	5.3	19.2	0.2
7.8.	Child care center	61.4	22.9	3.1	12.3	0.3
7.9.	Child care center for children with special needs	70.2	26.1	1.2	2.2	0.3
7.10.	Head Start	69.3	27.5	1.3	1.7	0.2
7.11.	Community activities with other children (e.g., library, YMCA)	39.9	26.2	20.2	13.0	0.4
7.12.	Mother's day out	57.3	28.0	8.4	6.1	0.2
7.13.	Go with family member to a community event	15.5	25.8	35.6	22.2	0.7
7.14.	Other (please list other community settings):	26.5	40.4	14.5	16.7	1.5

8. In the past month, I have had the following experiences with child care and other community programs:

	Not Applicable	No	Yes	Not Sure
8.1. Child care program provides safe and healthy care	63.1	4.9	31.4	0.6
8.2. Child care program meets my child's individual needs	63.2	4.8	30.9	1.1
8.3. Community activities and programs for young children (e.g., YMCA, library reading programs, swimming) have welcomed and included my child	63.7	7.9	27.1	1.3
8.4. Community activities and program for young children have appropriately involved my child	62.6	6.4	29.5	1.5

SECTION 4: LEAVING FIRST STEPS

Another important outcome of First Steps is for **children and families have successful transitions out of First Steps and into appropriate community programs and services**. The questions in this section provide a picture of how well the transition process happened for you and your family.

12. **Why are your child and family transitioning out of First Steps? (Please check one)**

39.5 Our child no longer needs First Steps services.

2.2 We have decided to find services elsewhere.

56.6 Our child is three years old.

13. **Have you had a planning meeting for your child's transition out of First Steps?**

47.7 Yes, 90 days or more before the third birthday (or the date your child leaves First Steps).

19.1 Yes, less than 90 days before the third birthday (or the date your child leaves First Steps).

28.3 No.

14. **IF your child is turning 3 years of age AND you answered "No" to question 13, why did this meeting NOT happen? (skip this question if your child is not turning 3)**

3.5 My child did not become involved in First Steps until after that date had passed.

25.1 I chose to wait until closer to my child's third birthday

5.0 I did not know about it.

66.3 I chose not to have a transition meeting.

15. **As your child and family leave First Steps, what choices have you made for your child? Check all that apply.**

	Yes	No
15.1 My child will continue to attend the community child care or preschool he/she has been attending up to this point.	34.9	65.1
15.2 My child will get therapy from a hospital, clinic or private therapist.	18.4	81.6
15.3 My child will attend a Head Start program.	12.2	87.8
15.4 (If you checked "Yes" to any of the choices above) A representative from that program did attend our 90-day transition meeting	29.0	71.0
15.5 My child will be enrolled in the public school's Early Childhood Special Education program (if turning 3 years old).	43.9	56.1
15.6 My child will attend a community child care or preschool and receive therapy from the school system.	22.2	77.8
15.7 My child will continue to stay at home with my family.	75.9	24.1
15.8 First Steps has provided the information I need to make these choices.	95.3	4.7

If you checked "yes" for numbers 15.5 or 15.6, please answer this last section.

16. IF your child will be enrolled in the public school's Early Childhood Special Education program, did the following happen?

	Yes	No
16.1 The school district was notified about our child during his/her 18 th month.	61.8	38.2
16.2 The school district was given more information about our child during his/her 30 th month.	79.4	20.6
16.3 The school district was invited to our 90 day transition meeting.	76.5	23.5
16.4 The school sent a representative to the 90 day transition meeting.	71.2	28.8
16.5 An evaluation has been done or is scheduled. (Date of evaluation_____)	71.3	28.7
16.6 The IEP meeting has happened or is scheduled. (Date of meeting_____)	63.2	36.8

County-by-County Data for Forms Returned													
County Name	Jan 1 to June 30, 2003				July 1 to Dec 31 2003				Jan - Dec 2003				
	State Data	Entry % Returned	Total Exit	Exit % Returne	State Data	Entry % Returned	Total Exit	Exit % Returned	State Data	Entry % Returned	Total Exit	Exit % Returned	
Adams	15	93%	17	82%	20	90%	19	63%	35	91%	36	72%	
Allen	313	79%	291	60%	254	86%	145	79%	567	82%	436	66%	
Bartholomew	72	78%	53	53%	69	65%	31	32%	141	72%	84	45%	
Benton	3	33%	8	75%	7	43%	4	75%	10	40%	12	75%	
Blackford	8	75%	10	60%	6	100%	4	75%	14	86%	14	64%	
Boone	56	79%	70	21%	49	53%	49	35%	105	67%	119	27%	
Brown	9	89%	5	20%	5	40%	3	0%	14	71%	8	13%	
Carroll	8	100%	11	73%	6	83%	1	100%	14	93%	12	75%	
Cass	11	0%	10	60%	12	0%	26	54%	23	0%	36	56%	
Clark	89	72%	90	33%	94	85%	68	63%	183	79%	158	46%	
Clay	19	95%	17	76%	35	66%	13	77%	54	76%	30	77%	
Clinton	29	52%	18	78%	31	84%	14	86%	60	68%	32	81%	
Crawford	8	88%	11	45%	7	71%	6	83%	15	80%	17	59%	
Daviness	26	88%	19	95%	14	93%	9	100%	40	90%	28	96%	
DeKalb	29	83%	24	67%	22	73%	21	90%	51	78%	45	78%	
Dearborn	22	95%	27	56%	25	92%	24	79%	47	94%	51	67%	
Decatur	23	78%	26	58%	15	0%	11	91%	38	47%	37	68%	
Delaware	98	78%	77	43%	59	71%	77	51%	157	75%	154	47%	
Dubois	24	92%	18	61%	17	100%	14	93%	41	95%	32	75%	
Elkhart	130	67%	150	53%	146	79%	131	67%	276	74%	281	59%	
Fayette	22	82%	22	59%	15	93%	17	94%	37	86%	39	74%	
Floyd	84	83%	80	34%	72	67%	85	62%	156	76%	165	48%	
Fountain	6	100%	7	71%	7	100%	3	100%	13	100%	10	80%	
Franklin	13	85%	18	61%	6	83%	14	100%	19	84%	32	78%	
Fulton	15	7%	6	0%	3	0%	10	30%	18	6%	16	19%	
Gibson	18	72%	21	43%	11	109%	11	73%	29	86%	32	53%	
Grant	56	61%	69	29%	37	62%	33	52%	93	61%	102	36%	
Greene	20	65%	19	74%	18	89%	9	78%	38	76%	28	75%	
Hamilton	261	37%	216	28%	266	42%	14	43%	527	39%	230	29%	
Hancock	59	90%	48	54%	47	81%	54	72%	106	86%	102	64%	
Harison	31	94%	39	49%	28	82%	23	78%	59	88%	62	60%	
Hendricks	133	65%	102	61%	109	82%	74	72%	242	73%	176	65%	
Henry	39	56%	27	89%	20	75%	35	69%	59	63%	62	77%	
Howard	62	81%	50	52%	35	66%	72	54%	97	75%	122	53%	
Huntington	32	69%	31	13%	33	73%	26	27%	65	71%	57	19%	
Jackson	34	26%	24	33%	37	95%	23	70%	71	62%	47	51%	

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Jasper	18	56%	9	33%	8	38%	12	83%	26	50%	21	62%	
Jay	13	85%	8	100%	19	95%	8	88%	32	91%	16	94%	
Jefferson	31	77%	25	68%	29	86%	31	87%	60	82%	56	79%	
Jennings	29	62%	30	30%	13	77%	30	63%	42	67%	60	47%	
Johnson	114	66%	78	45%	108	59%	3	33%	222	63%	81	44%	
Knox	22	59%	31	10%	19	74%	17	71%	41	66%	48	31%	
Kosciusko	65	91%	55	76%	51	84%	32	81%	116	88%	87	78%	
LaPorte	57	75%	44	70%	87	87%	63	84%	144	83%	107	79%	
LaGrange	10	60%	20	50%	18	56%	8	50%	28	57%	28	50%	
Lake	252	45%	186	38%	249	55%	42	52%	501	50%	228	41%	
Lawrence	26	15%	32	28%	29	55%	10	60%	55	36%	42	36%	
Madison	78	53%	130	32%	86	74%	75	59%	164	64%	205	42%	
Marion	767	40%	650	32%	747	39%	70	24%	1514	40%	720	32%	
Marshall	30	3%	24	29%	26	0%	50	40%	56	2%	74	36%	
Martin	9	67%	3	100%	2	100%	4	100%	11	73%	7	100%	
Miami	17	71%	33	45%	34	74%	17	76%	51	73%	50	56%	
Monroe	68	26%	57	7%	67	34%	46	43%	135	30%	103	23%	
Montgomery	28	93%	38	71%	33	94%	11	64%	61	93%	49	69%	
Morgan	46	35%	38	47%	49	65%	23	52%	95	51%	61	49%	
Newton	7	14%	4	25%	3	67%	4	75%	10	30%	8	50%	
Noble	36	92%	25	72%	28	82%	28	89%	64	88%	53	81%	
Ohio	3	100%	2	100%	4	75%	2	100%	7	86%	4	100%	
Orange	20	95%	16	56%	13	100%	16	69%	33	97%	32	63%	
Owen	16	25%	15	20%	10	20%	10	50%	26	23%	25	32%	
Parke	11	82%	8	88%	6	83%	12	100%	17	82%	20	95%	
Perry	10	100%	11	82%	6	100%	5	100%	16	100%	16	88%	
Pike	3	0%	12	0%	7	0%	0	0%	10	0%	12	0%	
Porter	84	85%	64	84%	90	83%	16	88%	174	84%	80	85%	
Posey	19	32%	17	53%	20	60%	21	62%	39	46%	38	58%	
Pulaski	7	0%	2	50%	7	0%	8	63%	14	0%	10	60%	
Putnam	25	20%	17	18%	21	33%	23	52%	46	26%	40	38%	
Randolph	27	100%	26	96%	18	94%	15	80%	45	98%	41	90%	
Ripley	19	95%	22	55%	19	89%	13	92%	38	92%	35	69%	
Rush	11	82%	15	73%	10	80%	11	64%	21	81%	26	69%	
Scott	26	54%	22	18%	17	71%	24	67%	43	60%	46	43%	
Shelby	50	80%	62	24%	40	98%	38	55%	90	88%	100	36%	

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Spencer	13	92%	6	50%	2	100%	7	100%	15	93%	13	77%
St. Joseph	217	63%	216	53%	189	82%	200	72%	406	72%	416	62%
Starke	9	33%	5	20%	8	0%	11	27%	17	18%	16	25%
Steuben	22	86%	12	67%	23	91%	18	83%	45	89%	30	77%
Sullivan	16	75%	12	75%	19	47%	8	75%	35	60%	20	75%
Switzerland	2	100%	2	50%	4	100%	2	50%	6	100%	4	50%
Tippecanoe	94	78%	83	51%	93	86%	62	63%	187	82%	145	56%
Tipton	14	21%	10	20%	12	42%	1	0%	26	31%	11	18%
Union	4	100%	3	33%	5	80%	5	80%	9	89%	8	63%
Vanderburgh	108	81%	99	26%	112	80%	89	63%	220	81%	188	44%
Vermillion	11	100%	8	25%	8	75%	4	100%	19	89%	12	50%
Vego	54	91%	48	60%	57	93%	42	88%	111	92%	90	73%
Wabash	16	81%	14	71%	10	60%	16	88%	26	73%	30	80%
Warren	6	100%	3	67%	4	75%	2	50%	10	90%	5	60%
Warrick	33	0%	32	9%	33	21%	37	8%	66	11%	69	9%
Washington	16	63%	18	39%	15	93%	16	75%	31	77%	34	56%
Wayne	57	98%	62	35%	59	85%	65	75%	116	91%	127	56%
Wells	23	100%	15	73%	23	78%	27	96%	46	89%	42	88%
White	16	50%	14	57%	7	29%	10	80%	23	43%	24	67%
Whitley	13	92%	11	64%	15	93%	11	64%	28	93%	22	64%
Grand Totals	4675	62%	4235	45%	4328	66%	2604	65%	9003	64%	6839	52%